

Inspection report for early years provision

Unique reference number	257067
Inspection date	04/03/2009
Inspector	Carly Mooney
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder was registered in 2000. She lives with her children aged 14, 10 and two in Peterborough, Cambridgeshire. The whole of the ground floor of the premises is used for childminding and there is a fully enclosed garden available for outdoor play. Main access to the premises is via the playroom entrance. The home is close to local schools, pre-schools, parks and shops.

The childminder is registered on the Early Years Register to care for five children at any one time and is currently minding three children in the early years age range. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. There are children attending over the age of eight.

The childminder is a member of the National Childminding Association and belongs to the local childminding network. She is also a trained buddy for new childminders.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children participate in a fantastic range of fun and challenging activities which allow them to make excellent progress in their learning and development. They play in a stimulating environment, where they have many opportunities to make independent choices in their play. The childminder is very receptive to children's individual needs and ensures children are valued and their individuality is respected and celebrated. She has clear systems in place to effectively self-evaluate her practice and is fully committed to continually improving the provision for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- review risk assessments to confirm that these cover anything that the child may come into contact with.

The leadership and management of the early years provision

Children are cared for in a bright, stimulating environment with free access to a range of excellent resources. These are organised effectively to ensure that children gain the maximum enjoyment whilst in the childminder's care. Children are happy, settled and very familiar with the routines of the day, for example, they settle quickly when put down for their sleep after lunch. All children are celebrated and highly valued as individuals. Older children are able to make many independent choices and decisions and examples of their work and photographs are displayed within the home, which are fully appreciated by both children and

their parents. As a result, children are able to feel a true sense of belonging in the childminder's home.

The childminder has an excellent portfolio of policies and procedures in place which underpins the exemplary quality of care provided for all children. Daily checks of both the home and the garden are carried out to ensure hazards to children are identified and minimised. Comprehensive written risk assessments are also in place and displayed around the setting, although this has not yet been extended to the garden. The childminder is fully aware of her responsibilities to safeguard children. She has a robust safeguarding policy in place which is clearly understood and shared with parents. She attends regular training to ensure appropriate action can be taken should she have concerns about a child in her care.

Positive relationships have formed with all parents who compliment on the excellent care provided through recent questionnaires. They receive a lovely account of their child's day through daily diaries and are invited to make their own comments. Parents are fully aware of the Early Years Foundation Stage and their child's record of achievements and how they can contribute to these. The childminder demonstrates an excellent commitment to training to ensure she keeps her knowledge of childcare practice up-to-date and relevant. She has been very proactive in developing her provision since the introduction of the Early Years Foundation Stage, ensuring that all requirements have been implemented fully into the setting. The childminder has a realistic awareness of her own provision and identifies clear areas for improvement through effective self-evaluation systems that are in place, which includes gaining the views of the older children who attend the setting.

The quality and standards of the early years provision

Children are provided with excellent opportunities and experiences to help them make very effective progress across all areas of learning. The childminder has many years experience in childcare and a clear understanding of how children learn from active play and exploration. For example, babies feel and see many different textures, such as jelly, sand and stones when engaging in messy play or exploring the outside environment. Children have developed warm relationships with the childminder and enjoy affectionate interaction through eye contact and cuddles. The childminder provides an inclusive environment where each child is valued; she consistently praises their efforts, which enhances their self-esteem and confidence.

The childminder plans challenging and stimulating experiences and activities to support each child's development. She uses a variety of excellent teaching methods to provide children with a varied and balanced curriculum. Meaningful observations of children's learning are recorded and used effectively to plan their next steps. Many photographs are taken to illustrate the activities they enjoy, which are shared with parents on wall displays, in many photo albums and through their achievement records.

Children's personal, social and emotional development is fostered very well. They have good independent access to toys and resources which are mainly all stored at children's height and clearly labelled. Children learn to effectively share and take turns with resources, such as the see-saw as the childminder consistently promotes positive behaviour. Children spend quality time with other children and adults when they attend a number of social groups or visit other childminders. The childminder ensures all children are fully included in all activities. For example, during a recent snowfall, babies who were unable to go outside had the snow brought inside for them to explore. Young children are learning good skills to enable them to become effective communicators as the childminder constantly talks to them during activities, as well as using visual hand gestures to communicate. They begin to develop an awareness of number through singing songs, such as 'one-two-three-four-five once I caught a fish alive' and routine activities support their counting skills as they help to count out three bowls for snack. Children have many exciting opportunities to explore their local environment and the natural world. They enjoy spending time with the animals at the city farm or feeding the deer in Burghley park. Children have excellent opportunities to develop their physical skills. Babies have ample space to crawl and explore their environment both inside and outside. Low-level furniture and other resources provide them with good opportunities to pull themselves to standing when learning to walk. Older children face good challenges on the large static play equipment in the garden and all children have regular opportunities to visit the local park.

The childminder helps children to gain an awareness of how to keep safe, both in the home and on outings. For example, through practising regular emergency escape drills and talking about road safety when on walks. They wear matching yellow t-shirts and wristbands on large outings to ensure they are always easily visible to the childminder. The childminder holds a current first aid certificate which enables her to respond appropriately if a child becomes ill or has an accident. Effective records of accidents and the administration of any medication are maintained which safeguards children's welfare. Children are effectively taught to take care of their own personal health and hygiene and use individual flannels to keep the spread of infection to a minimum. Children benefit from a balanced diet as they are provided with foods, such as regular fruit and vegetables which are very healthy and nutritious. They participate in a healthy food chart which encourages them to try different foods and often participate in cooking activities where older children learn how to make meals, such as lasagne from scratch or bake cakes to take home.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.